



Idaho Professional Development Series for 2005-2006



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*with **ABE** or **ESL** and the
**National Reporting
System (NRS)***

ADULT BASIC EDUCATION

LEADERSHIP AND STAFF DEVELOPMENT ACTIVITY

Rationale for State Leadership Activity:

The Reauthorization of the federal adult education program underscores the need for the on-going development of an effective professional development system, to equip programs and instructors in fulfilling the new statutory provisions for program accountability and reporting. With programs and instructors facing additional requirements and responsibilities that can only be met through ongoing and effective professional development activities, Idaho is striving to develop a capable and sustainable staff development system that embraces the model of a learning organization. The AIDDE process and the ABE Framework continue to drive staff development activity.

The learning organization is one that fosters “systemic organizational learning”. This model provides learning at all levels-individual, team, and organizational; that the culture is one of feed-back and disclosure, allowing the freedom to make mistakes; that learning is highly social and interdependent, and that the organizational infrastructure is designed to foster not only formal, but also informal and incidental learning. (“Confronting New Understandings about Professional Learning and Change” by Baskett and Marsic, *New Directions for Adult and Continuing Education*, 1992).

There is no exact blueprint for transforming a traditional organization into a “learning organization”. However, while there is no exact blueprint, there are 6 “action imperatives” listed by Watkins and Marsick (1993) in their published article, *Sculpting the Learning Organization*, which lead to transformation. These are:

- Create continuous learning opportunities
- Promote inquiry and dialogue
- Encourage collaboration and team learning
- Establish systems to capture and share learning
- Empower people toward a collective vision
- Connect the organization to its environment.

Purpose of Professional Development:

With these action imperatives in mind, please review and register for any/all training that might assist you in becoming stronger learners, partners, instructors, and staff so that our students’ receive the very best instruction possible and so that each of you become empowered to provide the best services possible for the improvement of individual class performance and for overall program improvement.

Training Information:**1) Teacher and Trainer Compensation for Attending Training:**

In most cases, teachers and trainers will be reimbursed at their hourly rate of pay for time spent in training activities and follow-up projects if that time is spent outside their regular working hours or if “vacation/leave” time is used to attend a training or present a training. A limit has been set as to the number of hours that can be claimed for each activity. Please see your ABE Director for this information.

2) Training does not require a fee:

Trainings are available free of charge to adult education professionals, volunteers, and

3) Required Training:

- * The NRS training is required for all full-time personnel and intake personnel, and is strongly encouraged for all part-time staff and teachers, as well. This includes both on-line and face-to-face training in goal setting.
- IMAS training is required for all data personnel and appropriate intake personnel
- New teachers are required to participate in the ABE/GED/ESL New Teacher On-Line training module and have six months from their time of hire to complete this training module.
- ESL teachers are strongly encouraged to attend the Tool Kit On-Line training module and all full-time ESL teachers are required to participate in this training within the 2006-07 program year.

4) For Further Training Information:

For questions regarding any of the training listed, please email Cheryl Engel at csengel@sde.idaho.gov.

Program Opportunities for 2005-06**Idaho Management and Accountability System (IMAS)**

IMAS is the data management system utilized by Adult Basic Education programs in the state of Idaho. Training is program-specific as new updates are available. Most IMAS training will be provided by the programmers of this data management system (ACCESS PLUS). Ongoing training will be posted and data personnel are required to attend. This training is primarily designed for the program managers, regional data personnel, and it is often appropriate to include one or two teachers in the training as resources permit. Staff will be paid for the time they attend such training based upon the above definition. For additional and ongoing technical assistance, contact Vicki Morgan.

Training Dates:

- November 7 & 8, 2005, Boise
 - December 7 & 8, 2005, Nampa
 - April 24, 2006, Nampa
 - May 16, 2006, Nampa
- *Ongoing as needed

*** Contact Person: Vicki Morgan- NIC**
(208) 676-8005 email: vicki_morgan@nic.edu

National Reporting System (NRS) Online

NRS specifically designed this training to explain the NRS requirements and improve the quality of NRS data collection. As you are well aware, your programs are being held to high performance standards. The first people who collect student data are most often instructors or intake personnel. Most instructors/ intake personnel are aware that they are held to NRS reporting standards; however, few truly understand why the NRS was created, are able to define each standard, or use their individual data to determine how their classroom and/or program is performing. The NRS Online training explains these areas, and more. Ongoing training in NRS policies and procedures is required to maintain our federal funding. In addition, as teachers better understand their role in the data collection process, classroom and program outcomes will improve.

All full-time personnel are required to fulfill this training opportunity within the year. Staff time will be paid to attend the initial training according to the direction above. You may register and get started anytime that is convenient for you by simply calling Pam Ingram at pingram@eitc.edu or Danielle Collins at dcollins@eitc.edu.

New teachers and all intake personnel should plan and be encouraged to participate in this training, and all teachers and intake personnel should refresh their skills by repeating this training as necessary and at least once a year. This training is ongoing; therefore, teachers; staff; intake personnel; etc. may register for the class anytime all year around.

Training Dates:

- March-June 2006, and
- Ongoing, as needed

Contact and Registration Information:

Pam Ingram- Eastern Idaho Technical College
(208) 524-3000 ext. 3372 email: pingram@eitc.edu

OR

Danielle Collins- Eastern Idaho Technical College- (208) 524-3000 email:
dcollins@eitc.edu

Expectations:

All participants must complete the assigned courses and email the results to Pam or Danielle. This class is a **required prerequisite** for the Intake & Goal-Setting Module. It is expected that full-time personnel will attend both the online and intake and goal-setting training.

Intake and Goal-Setting Module

Our objective for this module is that participants will be able to set ongoing, realistic outcome measures and instructional goals using information gathered from students and their assessment results. The module uses research-based practices centered on the importance of making a strong first impression with students and setting realistic, reachable goals.

By providing training in the process of intake and goal setting, we hope to see the numbers of students that participate over 20 hours significantly increase. During the course of the module, participants will walk through the process of enrolling a new student, setting outcome measures, and developing instructional goals based on assessment results. Lecture, small group interaction, and role-playing are the primary instructional methods. In addition, each participant will return to the answers they provided while participating in the NRS Online class and choose a program improvement project based on their data. Participants will use the AIDDE model. We will follow up with participants at three months to see how each project is progressing.

Teachers will be paid to participate according to previously stated guidelines.

Training Dates:

- April 21, 2006; Lewis-Clark State College
- May 11, 2006; North Idaho College
- June 9, 2006; Boise State University
- June 16, 2006; College of Southern Idaho
- June 17, 2006; Idaho State University/Eastern Idaho Technical College

Contact and Registration Information:

Danielle Collins- Eastern Idaho Technical College
(208) 524-3000 email: dcollins@eitc.edu

Expectations:

All participants must develop a program improvement project based upon intake and goal-setting. There will be an evaluation of progress at three months.

Learning to be an NRS Data Detective

This training will provide a review of NRS requirements, suggest ways to improve data quality, and promote the use of NRS data to improve data quality and program performance. It will focus on five areas of the NRS: data collection, data systems, assessment, goal setting, and collecting follow-up measures. Time to attend will be paid according to the above stated direction. You can begin registering for this training in August 2006.

Training Dates:

- October 2006, and
- Ongoing, as needed

Contact and Registration Information:

Pam Ingram- Eastern Idaho Technical College
(208) 524-3000 ext.3372 email: pingram@eitc.edu

Expectations: Participants will bring copies of their data and/or NRS tables to the training.

New ABE/GED/ESL Teacher Online Training

This is an on-line offering for new teachers and/or teachers with little or no ABE experience and is also relevant for ESL teachers. There are thirteen short sessions addressing such subjects as: orientation, student retention, learning disabilities, TABE, etc. There will be research based materials to read and respond to. Participants may register for this class anytime during the year by simply calling or emailing Pam Ingram at the number below. Teacher time will be paid according to the above stated direction.

Training Dates:

- Beginning March 2006, and
- Ongoing, as needed

Contact and Registration Information:

Pam Ingram – Eastern Idaho Technical College
(208) 524-3000 x3372 email: pingram@eitc.edu

Expectations:

- A short follow-up questionnaire will be required after each session.

ESL Sustained Silent Reading (SSR) and Pair Work (PW)

The original project in SSR and PW was conducted by the National Center for the Study of Adult Learning and Literacy (NCSALL). Five northwest states, California, Oregon, Washington, Wyoming, and Idaho participated in this Northwest Practitioner Knowledge Institute (NWPKI) Lab School Project held at Portland State University in Portland, Oregon.

This workshop is designed for the teachers who work with ABE level ESL students who need to improve reading attitudes and/or establish reading habits. This is a one time half-day workshop with 10 weeks of follow-up.

In the first half-day workshop, the participants will learn about these two strategies by observing the strategies modeled from the research-based readings, and they will learn how to make their own step-by-step, personalized project plan. The personalized projects will be conducted in Oct. /Nov/Dec. (10 week period) of 2006 and participants will report their observation to the trainer(s) bi-weekly in documented observation logs. The trainer(s) will monitor each project with the participating teachers and offer technical assistance, as needed. At the end of the ten-week class observation, the trainers will share their follow-up findings with the field so other ABE/ESL teachers can learn from the findings and also participate.

OBJECTIVES

By the end of the session, participants will

- recognize research-based findings for the SSR in adult ESL classrooms,
- learn how SSR would improve / establish adult ESL learners' reading habits, and
- learn how to plan their own personalized projects to carry SSR work into their classrooms

This training involves the research that has been developed behind pair work and the benefits of using it in the ESL classroom. One of the goals of the training and project is to connect research to practice, encouraging accountability within the program and implementation of different teaching methods.

Teachers will be compensated for their time to attend both the training session and a few hours each week of their classroom time during the 10 week class project where they will be required to evaluate progress, complete the observation logs, and participate in monitoring calls with the trainer.

Training Dates:

- April 7, 2006, and
- Ongoing, as needed
- Projects begin in October 2006

Contact and Registration Information:

Maria Greif – Boise State University
(208) 426-1431 email: mgreif@boisestate.edu

OR

Yumiyo Okuda- Eastern Idaho Technical College
(208) 524-3000 email: yokuda@eitc.edu

Expectations:

- A short follow-up questionnaire will be required after each session.

Learning Disabilities (LD)

The Idaho State Office of Adult Education purchased a set of videotapes that include excellent, research-based LD materials for teachers and administrators presented by

leading LD experts in the nation. Participants will view the tapes individually and then participate in a face-to-face training surrounding the information in the tapes for the express purpose of becoming the LD instructor for the regional program in your area. This instructor/trainer will be trained to train local teachers how to implement practices and strategies in the classroom and assist LD learners meet their goals. Phase I requires the review of the video tape material and other pre-reading based upon research (will be provided). Phase II requires attending a three day train-the-trainer session in Boise in the fall. This training will provide you with definitions, review of good practices, materials for use in the regional programs, and the expectations for tracking and recording results. Phase III requires that you meet annually, or more often as required, to attend ongoing training to build your expertise and experience in this area. Pam Ingram is the state LD specialist who will be available to you for technical assistance at the state level. You will be expected to assist teachers within your region and provide training to the teachers in your region regarding the intake, goal setting, and instructional strategies most appropriate to meet the LD learner needs.

Training Dates:

- Register to begin Phase I anytime from May-September 2006. ABE Directors, please encourage at least one lead teacher from each region to attend and larger programs may want to encourage at least two teachers to attend. Phase II training will be posted in the fall after meeting with all the Phase I teacher/trainers via a conference call in late August.
- Teacher/trainers will be provided payment for outside time to review these tapes and complete the pre-reading assignments, as well as attend the training in the fall according to the above stated direction.

Contact and Registration Information:

Pam Ingram – Eastern Idaho Technical College
(208) 524-3000 x3372 email: pingram@eitc.edu

Expectations:

- A short follow-up questionnaire will be required after each session.

ESL Toolkit

This is about a 12 hour training broken into two sections.

Part I

- a. Adult Non-Native English Speakers in the United States
- b. Program Types and Challenges

Part II

- a. Orientation for New English Language Learners
- b. Needs Assessment and Learner Self-Evaluation
- c. Lesson Planning
- d. Activities to Promote Interaction and Communication
- e. Activities to Promote Reading Development provided by OVAE.

Part III works together with the Silent Sustained Reading and Pair Work training module. This training will prove especially helpful to ESL and EL Civics teachers, as well as to ABE teachers.

Training Dates:

- Ongoing, as needed and beginning in February 2006

Contact and Registration Information:

Pam Ingram – Eastern Idaho Technical College
(208) 524-3000 x3372 email: pigram@eitc.edu

Expectations:

- A short follow-up questionnaire will be required after each session.

Additional Trainings Available: Please email Cheryl Engel at csengel@sde.idaho.gov or Pam Ingram at pigram@eitc.edu to set up one of these PDS trainings in your region.

- Adults as Learners, Partners, and Clients
- The Reading Process
- Math Teaching Strategies/Math as Problem Solving
- ESL Series
- TELT
- Teachers and Volunteers in the Classroom
- Cooperative Learning
- Cultural Awareness
- Improving Thinking Skills
- Problem Posing
- Basic Skills in the Workplace

Upcoming Trainings 2007: (Look for the New Training Schedule to be Posted in August/September 2006)

- ESL Online
- Reading Circles
- Content training in reading, math, and ESL
- Assessment in TABE, CASAS, and BEST Plus

Idaho Professional Development Series (IPDS)

Learn practical teaching techniques to adapt for use in your classroom. Interact with colleagues in a productive, motivating learning environment. Expand your knowledge and explore new approaches to enhance your teaching. Workshops are held regionally throughout Idaho. University credit and professional certification are available.

An Overview

The regional training opportunities of the Idaho Professional Development Series were designed for teachers, paraprofessionals, tutors, volunteers, and understanding to utilize strategies and concepts to expanding and enhancing their current practices and knowledge. The Professional Development series is based on modules developed by the National Institute for Literacy and the Northwest Regional Literacy Resource Center (NWRRLC) addressing the key needs of Adult Basic Education (ABE) practitioners in the language instruction of practitioners; and structured feedback, application, and reflection are integral components of the training opportunity. Comprehensive learning strategies have been built into each workshop. The workshops are designed employing the best practices in delivering staff development and training. The modules are interactive in that they require reading, reflection, and application of key principles and methodologies. The modules were developed for practitioners by practitioners to maximize relevance and transferability of material. Pre-registration is required.

ABE Certification

- The State Department of Education, Office of Adult Education is working with the University of Idaho in an effort to fold the PDS content modules into the PDS degree and certification degree programs. This might eventually mean that PDS training will translate into credit towards an Adult Education certificate and Adult Education BA and/or MA degree. Look for more information in the coming year.

Core Modules

Adults as Learners, Clients, and Partners



This two-day workshop is a practical interactive two-day workshop that enhances the participants' teaching practices with adult learners. It requires participants to extract adult learning theory from personal and experiential activities. Through case studies and cooperative learning activities, participants learn the importance of integrating three dimensions of adult learning theory into their practice. Participants learn how to engage their learners in self-directed behaviors, critical thinking, and self-reflection. The training culminates in participants integrating the concepts learned into their own lesson plans. Upon completion of this two day course, participants will be able to:

- principles of adult learning and development to their teaching;
- assist and facilitate the adults' process of learning;
- describe, understand, and adopt a theory of adult learning consisting of the interrelationships of motivation, cognition, and socio-cultural context;
- apply the three dimensions of motivation, cognition, and socio-cultural context to real life teaching and learning settings; and
- adapt their teaching style to being more facilitative and learner-directed through cooperative and collaborative learning activities.

Math as Problem Solving



New and exciting approaches to teaching mathematics from the National Council of Teachers of Mathematics (NCTM). This is the first NCTM math standard. Math as problem solving builds professional development from real world problem situations and understanding to utilize strategies and concepts to breaking down knowledge. The Professional Development series is based on modules developed by the National Institute for Literacy and the Northwest Regional Literacy Resource Center (NWRRLC) addressing the key needs of Adult Basic Education (ABE) practitioners in the language instruction of practitioners; and structured feedback, application, and reflection are integral components of the training opportunity. Comprehensive learning strategies have been built into each workshop. The workshops are designed employing the best practices in delivering staff development and training. The modules are interactive in that they require reading, reflection, and application of key principles and methodologies. The modules were developed for practitioners by practitioners to maximize relevance and transferability of material. Pre-registration is required.

- distinguish between structural and communicative approaches to teaching ESL.
- articulate the value of needs assessment in the ESL teaching process.
- develop a lesson plan that addresses oral fluency at a particular level of acquisition.

More information in the coming year.

Developing Oral Fluency

This one-day workshop is designed for ESL instructors interested in teaching oral language fluency at all levels. By the end of the workshop participants will be able to:

- two-day workshop that enhances the participants' teaching practices with adult learners.
- It requires participants to extract adult learning theory from personal and experiential activities. Through case studies and cooperative learning activities, participants learn the importance of integrating three dimensions of adult learning theory into their practice. Participants learn how to engage their learners in self-directed behaviors, critical thinking, and self-reflection. The training culminates in participants integrating the concepts learned into their own lesson plans. Upon completion of this two day course, participants will be able to:
- connect the goals of adult basic math education with the needs of the learners.
- identify and apply at least six problems solving strategies.
- recognize and respond to the emotions and attitudes teachers experience when trying to apply problem solving strategies; and
- experience some fun with mathematics.

Teaching Strategies for Multi-level ESL

This two-day workshop is designed for the teacher who is meeting needs of students who are non-native speakers of English. The workshop is designed to model cooperative learning strategies. By the end of this workshop participants will be able to:

- recognize the causes of multilevel classes;
- learn and experience some cooperative learning strategies and techniques for dealing with multilevel ESL classes; and
- increase their knowledge of cooperative learning theory,
- gain experience in simple class and team building techniques
- identify appropriate grouping strategies for structuring group
- positive interactions and meet educational classroom objectives
- thinking, concept development, content mastery; and
- be able to design lessons that include basic elements of cooperative learning

Teaching the Reading Process

This two-day workshop is a critical component of professional development for all basic skills instructors. In an experiential and hands-on learning environment, participants explore theory, strategies, and activities focused on meaningful reading instruction.

Underlying the module is the premise that reading is a process of language development for all students. Upon completion of this workshop, participants will be able to:

- increase understanding of the reading process;
- recognize the developmental nature of achieving reading literacy;
- determine ways to identify adult learners' purposes, abilities, experiences, and strengths;
- identify characteristics of successful instructional approaches to reading; and
- develop specific instructional strategies and designs.
- explore different approaches to thinking;
- identify factors that shape an individual's thinking;
- identify their own thinking processes;
- analyze applied teaching strategies;
- use problem-solving and decision-making processes in the classroom;
- identify assessment techniques.

Additional Modules

TELT: Training Effective Literacy Tutors

This one to two-day course was designed to provide high quality training for teachers, volunteers, paraprofessionals, and developmental educators in Idaho. The training is based on specific research indicating what the attributes of an effective tutor are. It is designed to create excellent tutors by equipping them with the knowledge and skills necessary to excel. The training was designed to equip tutors to be culturally sensitive, work with different learning and teaching styles, understand the adult learner, assess the students ability to set and achieve learning objectives, and become familiar with the training materials provided. By the end of the workshop participants will:

- understand the variety of backgrounds and differences of adult learners and know the basic principles of adult learning;
- be aware of differences of culture and value systems and be able to adjust to those differences;
- be able to identify and teach to a variety of learning styles;
- have a basic understanding of what a learning style is;
- be able to assess a student's skill level;
- be able to use strategies/materials presented in the workshop;
- be able to design a lesson appropriate to the individual student's literacy needs.
- increase their awareness of personal cultural values, beliefs, and attitudes;
- define components of culture;
- demonstrate an awareness of the cultural adjustment process;
- facilitate the process of cultural adjustment in the context of the classroom;
- explore multiple interpretations to situations arising from cultural differences;
- examine their own cultural frame of reference and its impact in the classroom; and
- experience cultural awareness activities which could be used in the classroom.

Problem Posing

This one day workshop models current ideas about successful problem posing techniques, a participatory approach and the problem posing technique. Participants will find this workshop is a valuable experience. By the end of the workshop, participants will:

- explore students' concerns and problems as a vehicle for developing critical thinking and problem solving skills, as well as for developing self-reflection on past and present teaching strategies.
- Participants will find this workshop is a valuable experience. By the end of the workshop, participants will:
- recognize the goals and principles of participatory problem posing;
- understand the elements behind cooperative learning; and
- increase their competence;

Cooperative Learning

This two-day workshop will introduce the common college instructor and administrator to cooperative learning techniques and strategies. Instructors and administrators from all instructional areas and disciplines will find this workshop a valuable experience. By the end of the workshop, participants will:

- become familiar with the basic theory, concepts, and elements behind cooperative learning;
- gain experience in simple class and team building techniques;
- identify appropriate grouping strategies for structuring group
- positive interactions and meet educational classroom objectives
- thinking, concept development, content mastery; and
- be able to design lessons that include basic elements of cooperative learning

- Identify key components of the problem posing technique;
- Choose and evaluate appropriate 'codes' for problem posing in the classroom;
- Develop activities to support the 'code' presented in the classroom; and
- Evaluate the level of student participation in an activity.



Volunteers and Teachers in the Classroom

This two-day workshop will focus on how volunteers and teachers can work together in the classroom to provide increased opportunity for students to experience success. By the end of this workshop, participants will be able to:

- identify factors which lead to the successful use of volunteers in the classroom;
- clarify roles and responsibilities of teachers and volunteers in the classroom;
- evaluate volunteer tasks; and
- use feedback techniques to establish and maintain communication between volunteers and teachers.



Basic Skills in the Workplace

Workplace Basics training is for basic skills and employability instructors who need to incorporate a broad range of skills into pre-employability and workplace instructional programs. Upon completion of Basic Training, participants will have a basic understanding of the seven skill areas including:

- Learning to Learn;
- Basic Skills of Reading, Writing, and Computation;
- Communication: Listening and Oral;
- Thinking Skills;
- Personal Management for the Job;
- Group Effectiveness; and
- Influence.

Support for the cost of the Professional Development Series (PDS) Training is provided by the Idaho State Department of Education/Adult Education office with Adult Education and Family Literacy Act funds.

For more information contact:

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